



## AL IMAN COLLEGE – EARLY LEARNING CENTRE TERM 2 2026 NEWSLETTER

Assalamu Alaikum Warahmatullahi Wabarakatuhu,  
Respected Parent(s)/Guardian(s),

A warm welcome back to all AIC ELC families as we conclude another busy and rewarding term. Whether you joined us this year, this term or have been with us longer, it has been wonderful to see the children grow, learn, and form friendships.

Term 2 offered rich learning experiences and meaningful celebrations. Our educators have strengthened the trusting relationships established earlier, supporting children as they explore, question and connect with their world.

The term began with Anzac Day, followed by a Greater Western Water incursion for our 4-year-old kindergarten children and National Families Week celebrations. During National Road Safety Week, children learned about road safety in age-appropriate ways, building early awareness of how to stay safe in their community.

A highlight of the term was our Eid Ul-Adha, where children learned about its meaning and significance. National Reconciliation Week followed, providing opportunities for children to develop understanding and respect for Aboriginal and Torres Strait Islander peoples, histories and cultures.

We also marked the International Day of Play, offering children many opportunities to connect, move and learn through active play. The term concluded with an Eid family gathering, bringing ELC community together in celebration. Alhamdulillah.

This term, we welcomed the Maternal and Child Health Nurse from Melton City Council for visits on 20<sup>th</sup> May, 3<sup>rd</sup> and 24<sup>th</sup> June. The Nurse also attended our Eid family gathering, providing families with opportunities to connect and access support for their children.

We appreciate the ongoing support and partnership of every family. Together, we create a caring environment where children feel safe to learn and thrive.

We wish you a restful and happy holiday with your loved ones. In Sha Allah, we look forward to welcoming everyone back for Term 3.

Jazak Allahu Khairan,  
Sr Noor Illyaas and AIC ELC Team  
(Sr Iram Mehmood, Sr Sidra Hassan, Sr Reham Mohamed,  
Sr Saman Tahir, Sr Naima Fadil, Sr Farhana Shahid,  
Sr Heena Pathan, Sr Ayesha Mohammadi, Sr Kaniz Fatema)

### IMPORTANT DATES

Please be informed that Al Iman College Early Learning Centre will be **closed for Term 2, 2026, from Monday, 29<sup>th</sup> June till Friday 10<sup>th</sup> July 2026.**

Please find below the **last day for term 2, 2026**, for kinder groups and LDC:

- Kinder groups A and C  
Wednesday, 24<sup>th</sup> June 2026
- Kinder groups B and D  
Thursday, 25<sup>th</sup> June 2026
- Kinder groups E and F  
Friday, 26<sup>th</sup> June 2026
- LDC - Friday, 3<sup>rd</sup> July 2026

Below are the Term 3 star dates for kindergarten groups and LDC:

- Kinder groups A and C  
Monday, 13<sup>th</sup> July 2026
- Kinder groups B and D  
Tuesday, 14<sup>th</sup> July 2026
- Kinder groups E and F  
Friday, 17<sup>th</sup> July 2026
- LDC - Monday, 13<sup>th</sup> July 2026

# IMPORTANT ANNOUNCEMENT

## Key dates for term 3



### Maternal and Child Health Nurse Visit Dates for Term 3

- Tuesday, 14<sup>th</sup> July 2026
- Wednesday, 15<sup>th</sup> July 2026

## Key dates to remember for our 3yr-old kindergarten groups



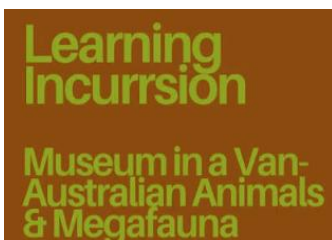
### Australian Animals and Megafauna Incursion:

- Kinder groups E and F - 24<sup>th</sup> July 2026, 9.30 am to 10.45 am

Learning  
Incurrsion

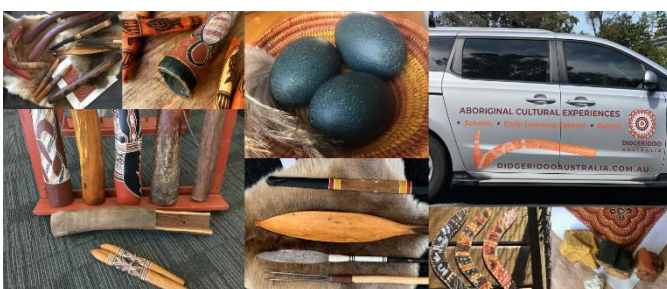
Museum in a Van-  
Australian Animals  
& Megafauna

## Key dates to remember for our 4yr-old kindergarten groups



### Australian Animals and Megafauna Incursion:

- Kinder groups A and C – Monday, 27<sup>th</sup> July 2026, 9.30 am to 10.45 am
- Kinder groups B and D – Tuesday, 28<sup>th</sup> July 2026, 9.30 am to 10.45 am



### Aboriginal Culture Incursion by Didgeridoo Australia: [ELC Program - Culture | Didgeridoo Australia](#)

- Kinder groups A and C - Wednesday, 12<sup>th</sup> August 2026, 10.00am to 11.30am
- Kinder groups B and D - Thursday, 13<sup>th</sup> August 2026, 10.00am to 11.30 am



### Starting Out Safely Thingle Toodle Road Safety Incursion:

- Kinder groups A and C - Monday, 24<sup>th</sup> August 2026, 10.30am to 12.00pm
- Kinder groups B and D - Tuesday, 25<sup>th</sup> August 2026, 10.30am to 12.00 pm

# Kindergarten Groups A and D

Teacher: Sr Naima Fadil

## Knowing Anzac Day- Kinder groups A and D

ANZAC Day is a special day when we remember and show respect to the people who helped keep our country safe. For young children in our kindergarten, it can be difficult to understand what this day really means. As educators, we keep things simple and respectful when we talk about it. In our room, we explained ANZAC Day in an easy way. We told the children it is a time to remember and say thank you to the brave people who looked after Australia and New Zealand. This helps children feel connected to their community and learn more about it.



The children joined in fun activities, like making poppy flowers using red paint, which we displayed in the room. We also had a cutting table with poppy shapes so children could practice using scissors and improve their hand skills.

During group time, we talked about ANZAC Day using simple words that children can understand. We also read the book ANZAC Biscuits. This helped build their listening and early reading skills and helped them understand the meaning of the day in a fun and simple way. The children enjoyed the activities and showed lots of interest.

## Anzac Day Snapshots of Kinder Group A



## Anzac Day Snapshots of Kinder Group D



### **Greater Western Water IncurSION- Kinder groups A and D**

The children enjoyed a special visit from Greater Western Water as part of our continued learning about Earth Day and sustainability.

During this interactive incurSION, the children explored where water comes from, how we use it every day, and why conserving this valuable resource is so important. Through engaging activities and discussions, they were encouraged to ask questions, share their ideas, and make meaningful connections to their own experiences.



The children showed great curiosity and enthusiasm throughout the session, learning practical ways to save water, such as turning off taps and using water wisely. It was wonderful to see them actively participating in discussions and demonstrating a growing understanding of how their actions can help care for the environment.

The Greater Western Water incurSION was a valuable learning experience that strengthened the children's understanding of sustainability and inspired them to think about the important role they can play in protecting our planet.

### **Greater Western Water IncurSION Snapshots of Kinder Group A**



### **Greater Western Water IncurSION Snapshots of Kinder Group D**



## Exploring Road Safety at Kindergarten- Kinder groups A and D

This term, our Kindergarteners participated in the Road Safety Week activities. We, as educators, aimed to develop children's understanding of traffic environments and safe behaviours around roads and vehicles through structured, play-based learning experiences. Children engaged in interactive activities within the kindergarten setting. They explored road and car play scenarios, identifying common road signs, discussing traffic systems, and examining road safety rules.



During the outdoor bike riding experience, the children demonstrated observable behaviours including stopping at the road sign markers, looking before proceeding, turn-taking, and safe navigation within shared spaces. Educators provided instruction and supervision throughout, supporting skill development and reinforcing safety protocols. Children completed creative tasks centered on traffic lights and road safety, including constructing handprint traffic lights. These activities facilitated understanding of traffic light colour systems and corresponding stop and go actions. Group discussions focused on road signs observed in community environments and safe behaviours during travel. Educators reinforced key safety concepts including seatbelt use in vehicles and safe practices when using bikes and scooters. These learning experiences contributed to children's developing road safety awareness and established foundational knowledge applicable to family and community contexts.

## Kindergarten Group A: Road Safety Activities Snapshots



## Kindergarten Group D: Road Safety Activities Snapshots



## Exploring Hajj and Eid Al Adha – Kinder Group D

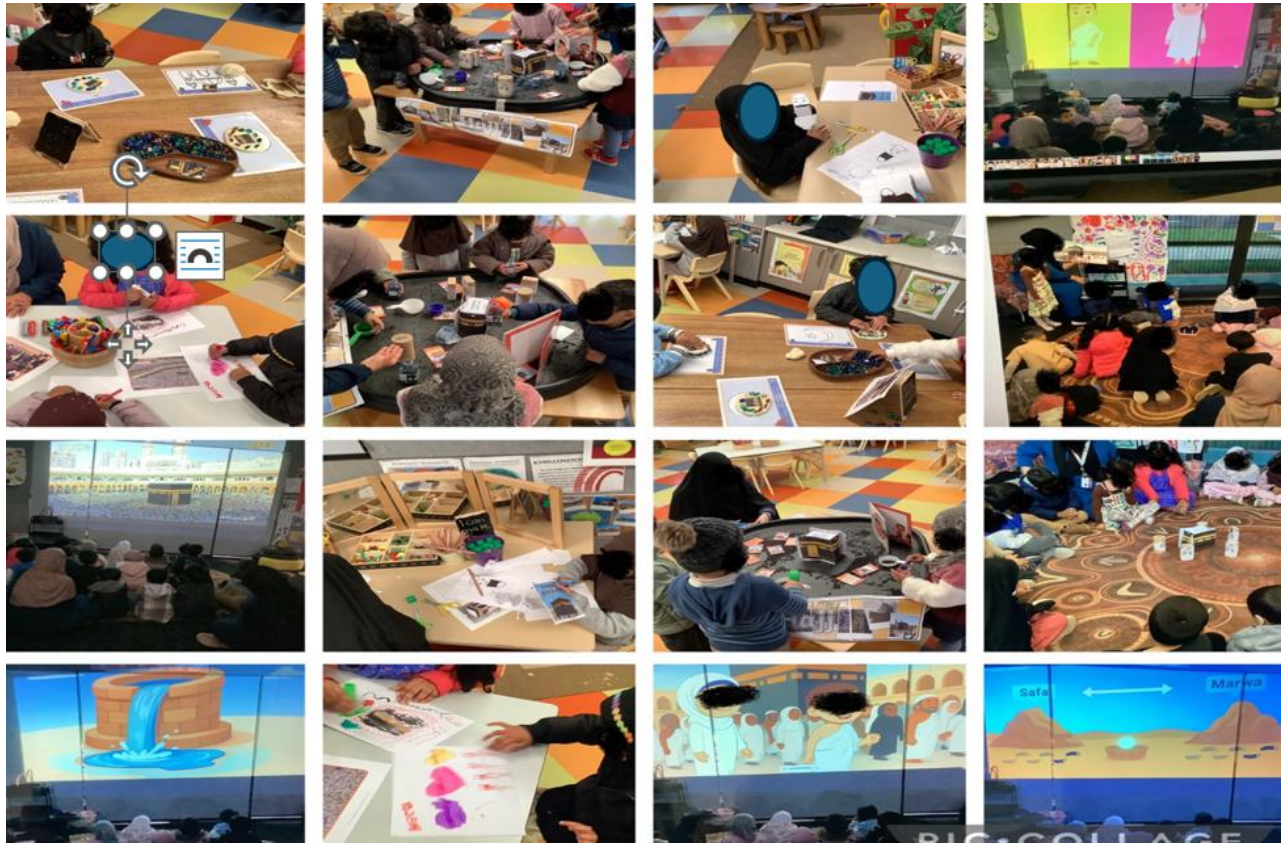
The children enjoyed learning about Hajj and Eid Al-Adha through stories, videos, sensory play, art, and group discussions. Using a small-world Hajj setup, they explored the Kaaba, role-played the pilgrimage journey, and shared their ideas with friends.

Through these experiences, the children learned that Hajj is a special journey that teaches kindness, patience, gratitude, and equality. They showed curiosity, asked questions, and worked together cooperatively, developing their social skills and cultural understanding in a meaningful and engaging way.



## Hands-on Eid Al Adha and Hajj Experience– Kinder Group A

The children enthusiastically explored Hajj journey through creative art, sensory play, stories, and educational videos. They enjoyed making their own Kaaba models, painting, colouring, cutting, and decorating while developing their fine motor skills and creativity. Through collaborative play, the children used sand, pictures, and models to recreate parts of the Hajj journey, sharing ideas and working together. They learned that Hajj is a special journey for Muslims and explored important values such as kindness, patience, respect, and helping others. These meaningful experiences supported the children’s cultural awareness, social skills, and understanding of diversity through engaging, hands-on learning.

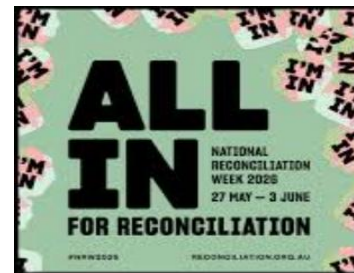


## National Reconciliation week- Kinder Group D Snapshot



### **National Reconciliation Week- Kinder Groups A and D**

During National Reconciliation Week, the children participated in a range of meaningful experiences that supported their understanding of Aboriginal and Torres Strait Islander cultures. Through stories, discussions, art, flag-making, clay work, and exploration of natural materials, children learned about the significance of the Aboriginal and Torres Strait Islander flags, cultural symbols, and connections to Country.



These hands-on experiences encouraged children to develop their creativity, fine motor skills, communication, and collaboration. They shared ideas, asked questions, and reflected on the values of respect, inclusion, and belonging. Through this learning, children began to build a deeper appreciation of Australia's First Peoples and their rich histories, cultures, and contributions to our community.



### **Wiggly Discoveries: Exploring Worms and Sustainability- Kinder Group A**

This term, the children took part in a fun, hands-on exploration of worms and sustainability. During group time, we discussed the important role worms play in our environment and learned about the foods they enjoy eating, such as fruit and vegetable scraps.

Following morning tea, the children collected leftover fruit and vegetable scraps to feed our worm farm, reinforcing our centre's sustainability practices and learning how food waste can be recycled to support healthy gardens.

The children then explored the garden in search of worms, comparing their sizes, counting their discoveries, and describing how they moved using words such as longer, shorter, wiggly, and stretchy. We also learned how worms help break down organic matter, creating nutrient-rich soil and making them important helpers in caring for our environment. It was wonderful to see the children demonstrating curiosity, teamwork, and respect for living things as they explored, asked questions, and discovered how even the smallest creatures can make a big difference to our world.





### **Celebrating International Day of Play: Every Child's Right to Play- Kinder Group D**

During Term-2, the children enthusiastically celebrated International Day of Play through a variety of hands-on, play-based learning experiences. Throughout the week, new resources were introduced to encourage exploration, creativity, problem-solving, and collaboration. The children engaged with magnetic tiles, construction materials, sensory trays, literacy activities, and loose parts, demonstrating curiosity and confidence as they investigated different ways to play and learn.

A highlight of the week was reading "The Right of Me," which encouraged meaningful discussions about children's rights, belonging, inclusion, and respect for others. The children shared their thoughts and ideas, developing an understanding that everyone has a voice and deserves to feel valued within their community.

During group and independent play, the children demonstrated persistence, creativity, and cooperation. They worked together to build structures, solve problems, share ideas, and negotiate roles within their play. The introduction of new resources sparked imagination and encouraged children to extend their thinking in meaningful ways.



### **Caring for Country and Discovering the Letter "Tt"- Kinder Group D**

Responding to the children's ongoing interest in nature, we explored the worm farm and discussed the important role worms play in caring for the environment. From an Aboriginal perspective, we discussed how Aboriginal peoples have cared for Country for thousands of years through respect, observation, and sustainable practices. The children carefully observed the worms, asked thoughtful questions, and reflected on ways we can look after our land and living things.



The children also explored the Letter of the Week "Tt" through a range of engaging literacy experiences. They practised letter recognition, traced and formed the letter in sensory trays, identified words beginning with the /t/ sound, and connected the letter to familiar objects and experiences. These activities supported early literacy skills while encouraging confidence in communication.



### Eid Family Gathering Celebration - Kinder Groups A and D

We were honoured to welcome our Kindergarten mothers to join us for Eid Family Gathering celebration that fostered meaningful connections between home and our learning environment. The Eid celebration began with the children confidently reciting Surahs, morning duas, and the Acknowledgement of Country, followed by the Principal's welcome speech. This experience was significant in developing the children's confidence, oral language skills, and sense of identity as they demonstrated their learning to their families. Sharing their cultural and spiritual knowledge in this way strengthened their connection to community and fostered a deep sense of belonging. Following the welcome, children and their mothers engaged in a variety of creative and hands-on activities together. These collaborative experiences supported the children's social skills, communication, and problem-solving abilities as they explored, created, and learned alongside their families. The shared moments of discovery and creation were rich with conversation, nurturing both language development and the parent-child relationship.

This celebration provided a valuable opportunity to strengthen our partnerships with families and deepen our understanding of the diverse cultures within our Kinder community. The Maternal and Child Health nurse from Melton Council visited the Eid family gathering as a guest to build connections with the kindergarten families. We took this opportunity to connect the families with the MCH nurse to provide ongoing support for their children.

The children's pride in sharing their learning environment with their mothers reflected their strong attachment to this space and the relationships they have built here. These authentic opportunities for family engagement are central to our pedagogical approach, recognising families as children's first and most influential educators.



Thank you to all the families who joined us and helped make this event such a joyful and memorable occasion. We understand that some families were unable to attend due to other commitments, and we missed having you with us. We look forward to sharing many more special moments together in the future.

## Eid Family Gathering Celebration Highlights of Kinder Groups A and D



## Kicking Goals: Exploring Soccer through play and Learning-Kinder Groups-A and D

As several children showed a strong interest in soccer, we planned a range of experiences that supported their curiosity and extended their learning across different developmental areas.

During group time, children explored soccer-related resources including jerseys, shoes, medals, and a trophy. They eagerly discussed different aspects of soccer, sharing their knowledge and experiences. Many children expressed excitement and asked if they could try on the soccer jersey and wear the medals, which provided opportunities for imaginative play and meaningful conversations. Children shared their favourite soccer players and the countries they represent, fostering a sense of identity and belonging while learning about diversity and the wider world.

Outdoor experiences allowed children to practice kicking and passing soccer balls to one another. Through these activities, children developed their gross motor skills, coordination, balance, and teamwork. They demonstrated persistence and confidence while participating in active play and cooperative games.



Soccer-themed learning experiences were incorporated across the curriculum. Children matched numbers with soccer ball cards, supporting their numeracy skills and number recognition. They also used playdough to create soccer balls, strengthening fine motor skills, creativity, and hand-eye coordination. Children explored mathematical concepts by sorting soccer-themed objects from biggest to smallest, developing their understanding of size, comparison, classification, and mathematical language.



# Kindergarten Group B

Teacher: Sr Reham Mohamed

## Exploring Eid Al Adha and Hajj

Through this experience, children demonstrated strong engagement as they manipulated the figures, recreated Tawaf, and explored the journey between Safa and Marwa. Their conversations about Hajj revealed emerging understandings of the significance of Hajj and highlighted how children draw upon family experiences and cultural knowledge within their learning environments.



This learning strengthened children's sense of belonging and identity by valuing and celebrating diverse cultural and religious practices within the kindergarten program. It also fostered respect for diversity as children learned from one another's experiences and perspectives.



## Exploring the Aboriginal Flag

Children enthusiastically explored the Aboriginal Flag and learned about the meaning behind its colours and symbols. Through discussions and hands-on experiences, they discovered that the black represents the Aboriginal people, the red represents the earth and the spiritual connection to the land, and the yellow circle represents the sun, the giver of life.

To extend their learning, the children used recycled red, yellow, and black paper to create their own Aboriginal flags, developing their fine motor skills and creativity in the process. They also enjoyed using finger paint to recreate the flag, exploring colours and textures through sensory play. Another engaging experience involved using buttons to create the yellow circle, encouraging problem-solving, creativity, and hand-eye coordination.



These meaningful experiences provided the children with an opportunity to develop an appreciation of Aboriginal culture while fostering respect for Australia's First Nations Peoples through creative and play-based learning.





### Exploring Numeracy Through Play

This term, our children engaged in a variety of hands-on numeracy experiences that encouraged them to recognise, count, and represent numbers in meaningful ways. They explored wooden number pieces and matched each numeral with the correct number of marbles, strengthening their number recognition, counting skills, and one-to-one correspondence.

The children also used natural materials, including leaves and sand, to form and trace numbers. These sensory experiences supported early writing skills while encouraging creativity, fine motor development, and an appreciation of the natural environment.

Through these engaging play-based activities, the children developed confidence in their early mathematical thinking while exploring numeracy in fun, meaningful, and interactive ways.



# Kindergarten Group C

Teacher: Sr Saman Tahir

## End of Term Reflection

As we come to the end of another wonderful term, we would like to thank all our families for their ongoing support and involvement in our learning journey. This term, the children have engaged in a variety of meaningful, hands-on experiences that have supported their creativity, communication, social skills, and understanding of the world around them.

## Autumn Season

This week, Group C explored the autumn season through hands-on, play-based experiences. The children collected and observed leaves outdoors, sparking curiosity about seasonal changes and the natural environment. They extended their learning through creative activities such as autumn tree painting, leaf collages, cutting, pasting and loose parts play, which supported fine motor development, creativity and problem-solving skills. Children also explored early numeracy by sorting and comparing leaves by size and engaging in counting activities. Literacy learning was supported through sensory experiences where letters and numbers were hidden in autumn leaves, as well as focused learning on the letter "A" for autumn, encouraging recognition and early writing skills. The children contributed to a collaborative autumn tree display by adding their names, supporting name recognition, and a sense of belonging and connection within the group.



### **National Families Week**

During the National Families week, the children explored the theme of “Family” through meaningful, play-based learning that supported their sense of identity and belonging. Conversations about families and homes encouraged children to share ideas, build language, and connect learning to their own experiences.

The children created houses using coloured paper, pop sticks, and buttons, supporting fine motor skills, creativity, problem-solving, and hand–eye coordination. The display of their work helped build pride and a strong sense of belonging within the group.

Literacy learning was supported through exploration of the letter “F”, developing letter recognition and vocabulary, while playdough number mat activities strengthened early numeracy skills, counting, concentration, and sensory exploration.



### **Loose Parts and Natural Materials Exploration**

As Term 1 focuses on supporting each child’s wellbeing and sense of belonging, we introduced individual learning diaries for every child. From the first week, children began creating their own special books, starting with their handprints, followed by drawings of their families and expressions of their interests. These diaries will continue to grow throughout the year, capturing each child’s experiences, ideas and development. By the end of the year, this will become a meaningful record of their learning journey, created by the children themselves. We warmly invite families to contribute to their child’s diary by sharing thoughts, stories or special moments from home, helping us build a stronger connection between home and the Centre.



## Caring for Our Earth through Gardening and Sustainability

Through our Earth Day experiences, the children developed an understanding of caring for the environment and how we can look after the Earth 🌍. Group discussions encouraged children to think about sustainability, including saving water, recycling, reducing waste, and caring for nature. The children also strengthened their communication skills, teamwork, and problem-solving through hands-on experiences such as gardening, recycling and art.



As part of our gardening activity, the children planted tomato seeds and took responsibility for watering the plants, helping them develop an understanding of caring for living things and the importance of water for growth.

We also explored the idea that looking after the Earth means not wasting its resources, and that Allah is pleased when we care for His creation. This led to further curiosity about water, where it comes from, and how it moves in our environment.



## Exploring the Water Cycle

Following our gardening experiences and interest in water, building on this interest, the children were introduced to the water cycle through simple explanations and hands-on experiments, supporting their early scientific understanding and curiosity about the natural world.

The children explored where water comes from through an introduction to the water cycle. They engaged in group discussions and shared reading, building curiosity and early understanding of natural processes.

To support this learning, the children participated in a Hands-on “rain cloud” experiment using shaving foam and coloured water, observing how rain falls from clouds. This supported scientific thinking, fine motor skills and observation skills. The learning was extended through a creative group craft using recycled materials to represent the sun, clouds and rain, introducing new vocabulary such as “Evaporation”.

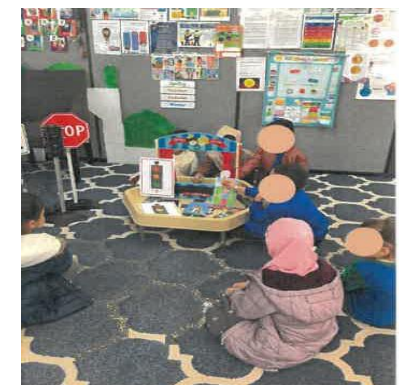
Literacy was also integrated through focus on the letter “W”, where children explored words like “water” and “wet”, supporting phonics awareness and letter recognition.





## Road Safety Week

Road Safety Week was celebrated with great excitement as the children engaged in a range of hands-on learning experiences focused on safe road crossing practices. Through group discussions, they explored traffic lights, road signs and the importance of “Stop, Look, Listen and Think” when crossing the road. The children extended their learning through role play, where they practiced safe behaviours such as holding hands and recognising crossing signs. A puppet show experience supported their understanding of real-life road safety situations, encouraging them to make safe choices and develop problem-solving skills. Creative learning was also included as the children made their own traffic lights using coloured paper, supporting fine motor development and independence. Overall, these experiences helped build the children’s awareness of road safety while strengthening their confidence, communication and decision-making skills.



## Learning About Hajj and the Five Pillars of Islam



Hajj was celebrated in the room through meaningful and engaging learning experiences that supported the children’s understanding of the Five Pillars of Islam. The children participated in group discussions where they explored the pillars and shared their prior knowledge and ideas.

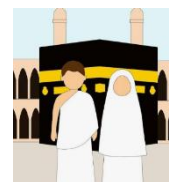
To extend their learning, the children watched a short documentary about Hajj, where they learned about the journey, purpose and key steps involved. This helped build their awareness and understanding of this important Islamic practice.

The learning was further strengthened through hands-on activities, where the children explored the Five Pillars of Islam using interactive resources and created their own Kaaba craft. These experiences supported creativity, fine motor skills, and deeper engagement with cultural and religious learning in a meaningful way.



### The Five Pillars of Islam

- 
**Shahadah (Faith)**  
 Believing and saying:  
 "There is no god but Allah, and Muhammad is His Messenger."
- 
**Salah (Prayer)**  
 Muslims pray five times a day to stay connected with Allah.
- 
**Zakah (Charity)**  
 Giving to the poor and needy
- 
**Sawm (Fasting in Ramadan)**  
 Not eating or drinking during the month of Ramadan
- 
**Hajj (Pilgrimage to Makkah)**  
 The pilgrimage to the holy city of Makkah



# Kindergarten Group E

Teacher: Sr Saman Tahir

## Exploring Autumn

This term, Group E explored the season of autumn through engaging, hands-on learning experiences. The learning environment was enhanced with warm autumn tones and natural materials, creating an inviting space that encouraged curiosity, discussion and exploration.

The children participated in a range of creative and sensory activities, including leaf collages, finger painting and handprint autumn trees. These experiences supported fine motor development, creativity, colour recognition and self-expression as children explored different textures and techniques.

In a collaborative group experience, the children worked together to paint a large tree and attach leaves, promoting teamwork, turn-taking and a strong sense of belonging as they contributed to a shared classroom display.

Throughout the term, children were encouraged to observe and discuss seasonal changes, particularly how leaves change colour and fall during autumn. This supported early scientific thinking and strengthened their awareness of the natural world.



## Caring for Our Earth

Group E celebrated Earth Day through a range of meaningful, hands-on learning experiences focused on caring for our planet. The children engaged in group discussions and shared stories about Earth, where they explored ideas about recycling, reducing waste and caring for the environment. They confidently shared their understanding of recycling bins and made connections to their everyday lives.

Through creative art, the children made Earth using paper plates, paint and cling wrap to create texture and visual effects. An exploration table with a globe, coloured sand and recycled materials encouraged open-ended play, imagination and collaboration.

Outdoors, the children worked together on a group Earth artwork using recycled cardboard, cotton wool and droppers, supporting teamwork, fine motor skills and shared responsibility.

Overall, the experiences helped the children develop an early understanding of sustainability and the importance of caring for the environment through play-based learning.





### Exploring Birds through play and discovery

The bird theme emerged from the children's interest after a feather was discovered outdoors and shared with the group. This curiosity was extended through a range of bird-related learning experiences across the environment.

The children explored feathers, bird images, nests and soft toy birds, encouraging discussion and building knowledge about birds and their habitats. Creative activities such as making playdough birds and decorating paper plate birds supported fine motor skills, creativity and hand-eye coordination.

Group discussions and a shared story about birds strengthened listening skills and language development, while movement-based play encouraged children to act out flying like birds using imagination and expression. Sorting and connector activities further supported problem-solving, early numeracy and concentration.



## Building Social Skills through play

Throughout the term, the children participated in a variety of indoor and outdoor learning experiences designed to support their social development and overall learning. Indoors, children engaged in puzzles, sorting activities using pom poms and teddy bears, colour-matching experiences, and patternmaking on butcher's paper using colourful counters. They also contributed to a range of collaborative group projects, many of which are proudly displayed throughout the room.

Outdoors, the children particularly enjoyed parachute play, where they worked together with educators and peers to lift and lower the parachute. This experience encouraged teamwork, cooperation, turn-taking and communication, while introducing new vocabulary such as "up" and "down". Through these shared experiences, children developed friendships, strengthened their social skills and gained confidence in group play.



## Learning about Hajj

This term, the children enjoyed learning about Hajj through a range of engaging and meaningful experiences. They watched a short documentary about the Kaaba and the Hajj journey, helping them develop an understanding of this important Islamic practice.

The children participated in a creative Kaaba craft, using glue, glitter and earbuds to represent people performing Tawaf around the Kaaba. They also explored a Kaaba artefact and enthusiastically recited the Talbiyah together.

During group discussions, many children shared their own experiences and family connections to Hajj, with some talking about grandparents currently on Hajj and others recalling visits to Makkah. These conversations encouraged language development, cultural understanding and a deeper connection to their faith and community.





### Eid Family Gathering Celebration

We had a wonderful time celebrating Eid with our children and families at our Eid Morning Tea. The centre was beautifully decorated with colourful bunting and balloons, creating a festive and welcoming atmosphere.

Children and their families enjoyed a range of engaging activities, including making crowns, bracelets, bouquets and exploring colourful glitter playdough. These experiences encouraged creativity, fine motor development and meaningful family participation.

It was lovely to see children spending quality time with their mothers, grandparents and other family members, strengthening connections between home and the centre. The celebration concluded with families sharing lunch together, and each child received a balloon to take home as a special reminder of the day.



# Kindergarten Group F

Teacher: Sr Reham Mohamed

## Creative Painting Explorations

Children explored different painting techniques using cotton buds and their fingerprints to create beautiful artworks. They enjoyed experimenting with colours, patterns, and textures while expressing their creativity in unique ways.

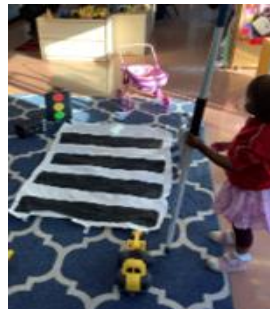
Using cotton buds encouraged the children to develop their fine motor skills, hand-eye coordination, and pencil grip, while fingerprint painting provided a fun sensory experience that allowed them to explore colour mixing and make individual artistic choices.

They developed imagination, self-expression, and confidence through hands-on, process-focused learning.



## Traffic Lights and Road Safety

Through experience, children were able to build a deeper understanding of how road safety practices keep people safe. They showed an awareness of the meaning of the STOP and GO signs and were able to respond appropriately by stopping, waiting, and crossing at the correct time. The children also demonstrated strong listening and observation skills, carefully watching for visual cues before making decisions. By participating alongside peers, the children developed social awareness and an understanding of shared responsibilities within a community.





## Eid Family Gathering

We were honoured to have our parents join us for our special Eid Family Gathering celebration. The event provided a wonderful opportunity for families, children, and educators to come together and celebrate this significant occasion as a community. Parents had the opportunity to listen to heartfelt speeches from our Principal, Vice Principal and Ustaza, who shared the values and importance of Eid, highlighting themes of gratitude, kindness, and togetherness.

Following the speeches, families actively participated in a range of engaging activities alongside their children, creating meaningful moments of connection and shared learning. It was truly heartwarming to see parents and children working together, enjoying conversations, and celebrating their culture and traditions. We sincerely thank all our families for their attendance and support, which made the celebration a truly memorable and successful event.



# Long Day Care (3+ years)

Room leader: Sr Iram Mehmood

## Sustainability in Action: Caring for Our Environment Together

Our children have been engaging in sustainability practices and demonstrating what it means to care for our environment during Term 2 2026.

The children are learning about recycling, reducing waste, conserving energy, and caring for living things. They are becoming active contributors to a sustainable future while developing teamwork, responsibility, and a sense of belonging within their community. They have also been developing sustainable habits within our learning environment. As part of their daily routine, they remind one another to turn off the lights, fans, and electronic devices when leaving the room to play outdoors, and to use recycled paper for art and craft activities. These thoughtful actions demonstrate their growing understanding of environmental responsibility.

We are proud of the children's commitment to caring for our environment and look forward to continuing our sustainability journey together. Families can support this learning at home by encouraging children to compost food scraps, recycle household items, and switch off lights and appliances when they are not in use.



# Long Day Care (0-2 years)

Room leader: Sr Sidra Hassan

## Earth Day

During Earth Day week, our toddlers and babies explored the importance of caring for our Earth as we celebrated Earth Day. The theme for Earth Day 2026 is "Our Power, Our Planet." This theme emphasizes the importance of renewable energy sources and encourages a global shift towards sustainable practices. It highlights that everyone has the power to contribute to a cleaner, greener world. Through simple discussions and play, the children began learning how we can look after our planet by saving water, conserving energy, and recycling the right way.



The children engaged in hands-on activities to support their understanding. They enjoyed sorting different materials into the correct bins, helping them learn about recycling in a fun and meaningful way.

During a sensory painting experience, the children created their own version of Earth using blue and green paint. They explored how blue represents the ocean and green represents the land. This learning continued with playdough, where the children used blue for oceans and green for land to create their own little Earths. It was wonderful to see them making connections while developing their creativity and fine motor skills.

The children enjoyed the activities and were engaged in learning about recycling and caring for the Earth. They explored sorting, painting, and playdough, which supported their understanding in a simple way.



## Road Safety with Toddlers

This year, National Road Safety Week is held from 17 to 24 May, with the theme “To Drive So Others Survive.” During this week, the children engaged in a variety of meaningful learning experiences to explore and develop understanding of safe road practices. During the group time we discussed the importance of wearing a helmet when riding a bike, holding an adult’s hand when crossing the road, and always wearing a seatbelt in the car. The children listened and responded with interest during these conversations. They explored the book “Wheels on the Bus,” engaging with pictures and rolling the wheel.



We did various activities such as we created red, yellow, and green sensory bottles, which the babies enjoyed rolling and shaking, helping them connect colours with traffic signals. The children explored a road map with cars, pretending to drive by rolling the vehicles along the roads learning about signs. One child carefully lined up the cars and said “stop,”.

Outdoors, we set up a traffic signal on zebra crossing, where the children practiced crossing safely by stopping, looking, and waiting for the signal. Some children pointed at the lights and observed them closely, showing growing awareness.

The children showed strong interest in Road Safety Week activities and began developing awareness of safe practices such as stopping at signals, holding hands, and wearing seatbelts and helmets. Through sensory play, books, and outdoor crossing practice, they engaged actively and made connections to real-life experiences.



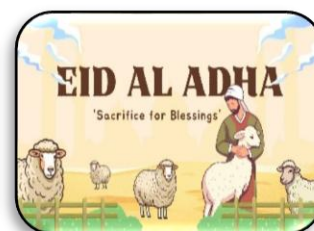
## Hajj and Eid Al Adha

Today, we learned about Hajj and Eid ul Adha. During group time, children listened to the takbeer and joined in repeating the words with teacher. We talked about how Hajj is a special journey that Muslims make to Makkah, and why it is very important in Islam.

Children learned that when Muslims go for Hajj, they wear special simple clothes, pray together, and walk around the Kaaba. They also spend time making dua, helping others, and showing kindness. We discussed how Eid ul Adha is celebrated after Hajj, and we read the story of Prophet Ibrahim (AS).

Children showed interest as they listened and looked at the pictures. Later, children did the activity and made a sheep using craft materials, carefully sticking and creating artwork.

Through discussion and hands-on activities like making a sheep, children were able to connect their learning to real-life cultural and religious practices. This experience supported their sense of identity and belonging, while also encouraging communication and participation.



## National Reconciliation Week

During National Reconciliation Week (27 May – 3 June), children were provided with meaningful opportunities to explore and develop an understanding of Aboriginal culture in a respectful and engaging way. The learning environment was thoughtfully set up with an Aboriginal corner, inviting children to explore natural materials and sensory experiences.



The babies showed great curiosity as they explored the space. They picked stones, holding them in their hands and feeling their textures. They also touched and explored a variety of natural materials. Children were also introduced to simple Aboriginal symbols. One child showed particular interest by picking up small rocks and carefully placing them onto drawn symbols, creating her own patterns and representations. In addition, the children participated in a finger-painting experience using Aboriginal-inspired colours such as red, yellow, black, green and blue. They used their hands and fingers to make marks, patterns, and movements on paper, expressing themselves freely. Some children explored mixing colours, while others focused on the sensory feeling of the paint.

These experiences gave children meaningful opportunities to explore Aboriginal culture through sensory and hands-on learning, fostering curiosity and engagement with natural materials, symbols, and colours. This supported their sensory development, creativity, and early understanding of cultural diversity. As educators, we are committed to recognising and valuing the knowledge, traditions, and histories of Aboriginal and Torres Strait Islander peoples, and will continue to intentionally include Aboriginal perspectives in our daily practice to promote respect, inclusion, and cultural awareness in children.



## Eid Family Gathering Celebration

We were delighted to host a special Eid Morning Tea, inviting parents to join us and spend quality time with their children and teachers. This event provided a wonderful opportunity to build strong connections between families and educators while celebrating the joy of Eid together.

Families attended with great enthusiasm and actively participated in a range of meaningful and creative activities. Parents and children worked together to create beautiful flower bouquets, designed and decorated special crowns for mothers, and explored their creativity by decorating dresses using a variety of art and craft materials. These shared experiences encouraged bonding, creativity, and a sense of belonging within our centre community.

It was heartwarming to see children proudly showing their creations and engaging confidently alongside their parents. The interactions between families and educators created a warm, inclusive, and welcoming atmosphere throughout the event.

The centre was beautifully decorated to reflect the spirit of Eid, adding to the festive environment. The celebration concluded with refreshments, where families gathered, relaxed, and enjoyed spending time together.

**Islamic perspective:** This experience reflected the Islamic values of togetherness, kindness, and respect. Children and families came together to celebrate Eid, strengthening their sense of belonging and community. Through shared activities, children developed social skills, creativity, and confidence while learning the importance of family connections and appreciation for others.





### Recipes to do together with your children

Cooking with young children supports their learning and development by building early math, literacy, and language skills as they count, measure, and follow recipes. It also promotes independence, creativity, and healthy choices, while strengthening family bonds and giving children confidence through hands-on, practical experiences.

**Gozleme** (Serves: 6 Cooking time: 10 mins)

#### **Ingredients:**

##### **Dough:**

- 1 cup self-raising flour
- 1 cup wholemeal self-raising flour
- 1 cup natural Greek yoghurt
- ½ cup extra flour
- 2 tablespoons oil

##### **Filling:**

- 1 bunch spinach or 300g frozen
- ¾ cup tasty cheese
- 100g feta
- Lemon wedges, to serve



#### **Method**

1. To make dough, combine flours and add yoghurt. Mix with wooden spoon
2. Knead on a floured board until dough is no longer sticky (approximately two to three minutes). Add more flour if necessary
3. Cut into 6 portions and roll each portion into a ball. Cover with damp tea-towel or plastic cling film and refrigerate for 10 minutes
4. To make filling, wash spinach. In a frying pan, heat spinach and 1 tablespoon of water. Cook for 2 minutes or until spinach has wilted. Set aside to cool (if using frozen, defrost in microwave)
5. Grate cheese and dice feta
6. Give each portion of dough a quick knead on a floured board. Roll each dough ball into a thin circle using a floured rolling pin
7. Top half of dough with some spinach, grated cheese and feta. Make sure to leave some space around the edge
8. Fold in half to enclose filling, trim edges (if necessary) and press edges with a fork to seal
9. Using a pastry brush, brush one side of the gozleme with oil
10. Heat fry pan on medium heat. Place gozleme in pan, oil side down. Cook for three minutes or until browned
11. Brush topside of gozleme with oil before flipping and cooking for a further two minutes  
(Recipe obtained from: [gozleme - Foost](#))

## Community Contributions Make a Big Difference!



We would like to extend our heartfelt thanks to the community member and early childhood teacher who generously donated a large collection of teaching resources to our centre. Your kindness and support will make a meaningful difference to the children in our care.

Jazak Allahu Khairan

**Every small contribution helps make our Centre a vibrant place of discovery and learning!**

## Road Safety Reminder for the ELC and School Carpark 🚗



As our ELC and school community grows, so does traffic in and around our carpark and drop-off areas. Please help us keep every child safe by following these simple rules:

### In the carpark and drop-off zone

- **Drive slowly** – 10km/h or walking pace within the carpark and school grounds at all times.
- **No mobile phones** while driving or manoeuvring in the carpark.
- **Use designated drop-off/pick-up zones only** – don't stop or park in "No Stopping" or "No Parking" areas, even briefly.
- **Two-minute limit** in drop-off zones.
- **Never double park** – it blocks visibility and traffic flow for everyone.

### Getting children in and out safely

- Always use the **kerbside door** (footpath side) so children never step out into traffic.
- **Hold your child's hand** in the carpark, especially children under 5 years of age.
- Supervise children closely, reversing cars often can't see small children behind them.
- Wait until you've fully parked before letting children out of the car.

### Walking to and from the centre

- Always use marked crossings and pathways – never cut between parked cars.
- Meet your child on the **school side of the road** for pick-up, so they don't need to cross to reach you.
- Model safe behaviour – children learn their road habits by watching you.

### An extra reminder

- Please be patient and courteous with other families during busy drop-off/pick-up times.

## Getting support at school for children living with disability

# Parent support

If you have a school-age child living with disability then don't miss this free online workshop, Getting Support at School!

In this practical, two-hour online session, you'll learn how school processes work and gain information on how plans can help your child including individual education and behaviour support plans and reasonable adjustments.

### Workshop dates:

- Monday 20 July 10 am
- Tuesday 21 July 10 am
- Tuesday 21 July 7 pm
- Wednesday 22 July 7pm

All workshops are led by professional facilitators who are parents of children with disability and have personal experience of advocating for their child at school. Places are limited for this free workshop.

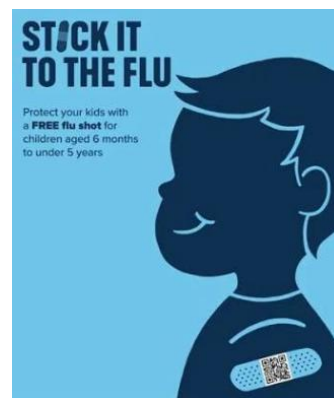
Use the link to register: <https://collections.humanitix.com/getting-support-at-school-eeab35>

## It's not too late to get your flu vaccine

Winter is here, but it's not too late to protect your family from influenza. Influenza is the most common vaccine-preventable disease in Australia. While symptoms can be mild for some, influenza can cause serious illness in otherwise healthy people. Vaccination is a safe and effective way to protect yourself and others in the community.

Book in for your flu vaccine today at one of Council's immunisation sessions.

The flu vaccine is free for children aged 6 months to under 5 years. Children aged over 5 years and adults are also able to get vaccinated for \$25.



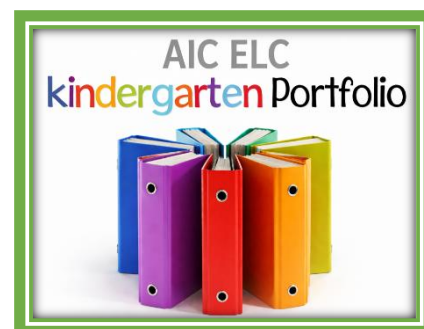
## Invitation to Explore Your Child's Portfolio

Dear Kindergarten Families,

**Your child's portfolio is available to view anytime here at AIC ELC come take a look!**

Their portfolio includes artwork, photos, and snapshots of their learning journey. Flipping through it together is a wonderful way to spark conversation, celebrate their growth, and stay connected to what they're exploring at kindergarten.

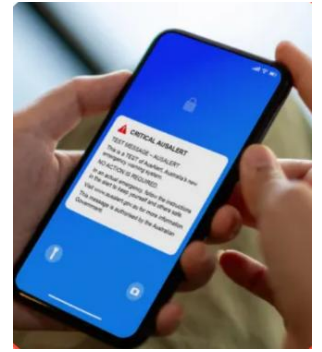
We'd also love to hear your feedback and suggestions. Your input helps us make kinder the best it can be for every child.



## Safety Warning: National Phone Alert

The Australian Government is starting a new warning system called AusAlert. It will send emergency messages to all mobile phones, tablets, and smart watches during disasters like bushfires, bad weather, or health emergencies.

- **A test alert will be sent in Victoria at 2pm on Monday, 27 July. All devices will vibrate and make a loud siren sound for about 10 seconds, even if they are on silent or do not disturb.**
- If you have a hidden phone for safety (for example, because of family violence), please plan:
- Turn off the phone or put it in airplane mode at least one hour before the test and keep it off for 24 hours.
- Or give the phone to a trusted person or leave it in a safe place before 27 July.
- AusAlert will help keep people safe during emergencies, but the alert sound could be a risk if your phone is hidden.



For more information [visit the AusAlert website](#)

## Calling Parent Volunteers

We would love your help growing our ELCs Community Garden! Whether you can lend a hand with planting, composting, worm farming or simply share a great gardening tip, every bit of support helps our children learn and grown.

We are also looking for parent volunteers to join us for reading sessions with children. A wonderful way to share your love of stories and spend time in the classroom.

If you are interested in either one or both volunteering activities, please speak with your child's educator or contact the ELC Coordinator.


We can't wait to grow this garden and our little readers, together.




## We want your Feedback

We're always working to improve AIC ELC, and your input helps us do that.

You can share your feedback in **two easy ways**:

 **In Person**: Blank feedback sheets are available on the **parents' sign-in table**. Complete one and drop it in the **feedback box**.

 **Online** — Click the link below to access our digital feedback form.

<https://forms.gle/fZ7Yj2GC5Xz5M4b69>

You can scan the barcode to access the feedback form using your mobile.

**All feedback is completely anonymous and will be treated with the utmost confidentiality and respect.** We truly appreciate you taking the time to help us grow.

